

The meeting will come to order:

Chair Manuel Sanudo called the meeting to order at 3:44p.m.

1. Approval of Agenda:

- i. MOTION: Duly made by Chair Sanudo:

“To approve the Agenda”

- ii. MOTION: Duly made by Senator Matthew Crain:

“To amend the Agenda and add under New Business Item 7a.”
[Resolution to declare Queens College a Sanctuary Campus]

Motion passed.

- iii. MOTION: Duly made:

“To accept the Agenda as amended”

Motion passed.

2. Approval of Minutes:

- i. MOTION: Duly made by Chair Sanudo:

“To approve the minutes dated November 10, 2016”

Hearing no objection to the motion, the minutes were approved as distributed.

3. Announcements, Administrative Reports, and Memorials:

1. Dr. Michael Wolfe, Dean of Social Science announced any faculty member interested in the Graduate Review Committee to contact him.

4. Special Motions (none)

5. Committee Reports

5a. Undergraduate Curriculum Committee

- a. MOTION: Duly made by Senator Kenneth Lord, Chair of the UCC Committee:

Note: Withdrawal of Item 3a. FNES.

“To accept the UCC Minutes dated November 10, 2016 as amended”

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(5a. UCC continued)

Hearing no objection to the motion Professor Lord moved unanimous consent.

A. General Education

Numbered proposals available for review at senate.qc.cuny.edu/Curriculum

1. General Education Advisory Committee
No report.
2. Mathematics and Quantitative Reasoning Advisory Committee
No report.
3. Writing Intensive Advisory Committee.
 - a. GEOL 313W.
4. STEM variant courses.
None.

B. Curriculum Changes

1. Psychology

- a. Proposed change to major:

To Read:

Psychology majors must obtain a grade of a C or higher in each of the required Psychology Majors courses totaling 16 credits (i.e., PSYCH 101, 107, and 213W; 1 course from the Advanced Experimental courses – PSYCH 311, 312, 313, 314, 316, 317, 318, 319, 320, & 321). A grade of C is required in each of these classes before progressing to the next required course in the sequence.

2. Music

- a. Change in description.

To Read:

MUSIC 264.1. Piano Pedagogy.

2 hr.; 2 cr. Prereq.: Permission of instructor.

Introductory training in piano technique, practice skills, and proficiency necessary to play and teach others to play the beginning through early intermediate levels of piano in an organized and efficient way. Students are provided with the opportunity to teach piano in class and learn from the feedback of the class and instructor. Students will learn the practical aspects of starting and maintaining a professional teaching studio.

- b. Change in prerequisite and description.

To Read:

MUSIC 265. Applied Keyboard Skills.

2 hr.; 1 cr.

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(5a. UCC continued)

The use of the piano for classroom and rehearsal purposes. Students will improve their own pianistic skills, practice methods, and piano proficiency. This class is also recommended for music education majors who need to improve their keyboard skills to pass departmental piano proficiency tests. May be repeated for credit.††

- c. Change in prerequisite and description.

To Read:

MUSIC 391, 392. Special Problems.

MUSIC 391.1–391.3, 1–3 hr.; 1–3 cr., MUSIC 392.1–392.3, 1–3 hr.; 1–3 cr. Prereq.: Permission of the School of Music.

Interested students should apply before the end of the sixth week of the preceding semester. Intensive study and a definite project in a field chosen by the student under the direction of a faculty member of the School. May be taken more than once provided the topic is different. Fall, Spring

3. FNES

- a. Withdrawn

- b. Change to program name and change to the major.

To Read:

Nutrition and Dietetics Program: FNES 101, 104, 147, 203, 260, 263, 264, 275, 300, 307W, 337, 365, 366, 368, 378 and 1 (3 credit) department approved elective; CHEM 101.1 and 101.3, CHEM 102.1 and 102.3 and CHEM 103.1 and 103.3; BIOL 11, 43, and 44; PSYCH 101 and 107.

4. FNES

- a. New course.

FNES 238: Introduction to Teaching Family & Consumer Sciences.

3 hours, 3 credits; 10 hours of field experience. Prerequisites or co-requisites: SEYS 201W and SEYS 221.

An introduction to the essential concepts of becoming a Family and Consumer Sciences (FCS) teacher including lesson planning, curriculum development, meeting needs of diverse student populations, student assessment, and reflection on teaching practices. Spring.

- b. Change to a major.

BA in Family and Consumer Sciences Teacher Education K-12, Initial Certification Program (FNESED-BA)

To Read:

Requirements for the Major in Family and Consumer Sciences Teacher Education K-12: Students seeking to qualify for a New York State Initial teaching certificate can do so by completing a competency-based program that includes FNES 101, 104 or 105, 106, 121, 126, 140, 147, 151, 153, 156, 163 (or 263 and 264), 203 or 204, 226 or 227, 238, 248 or 345, 336, 338, 339; SEYS 201W, 221, 340 (or EECE 340), 350, ECPSE 350, and CHEM 16.3 and 16.1 or CHEM 101.3 and 101.1.

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(5a. UCC continued)

6. Change in program credits.

We will be removing FNES 380 (1 credit) and BIO 11 (4 credits) for a total of five (5) credits and adding FNES 248 or FNES 345 (3 credits) and FNES 238 (3 credits) for a total of six (6) credits. The overall change in program credits is increasing by one credit. The total credits in the program will now be 80 credits, which is in line with other teacher education programs. The physical education program in our department is currently at 82-83 credits.

5. FNES

- a. Change to hours.

To Read:

FNES 105. Food Sustainability: Understanding the Food System
2 lec. hr.; 3 lab. hr. 3 cr. Students learn about food sustainability and the development of the current food system through readings, lectures, discussions and work in both a food lab and in an outdoor lab (The FNES Vegetable and Herb Garden). Features of the food system as well as concerns and alternatives for a more sustainable food system such as urban and local gardening/farming are presented. The ethical, environmental and health-related concerns of industrialized agriculture are also examined. Laboratories include hands - on work in a vegetable/herb garden and food preparation in a food-science lab. Students will prepare meal plans and vegetable based dishes with seasonal food (from the FNES Garden, when available).

6. Music

- a. Change to the wording of the BA/MA program.

To Read:

5-YEAR BA/MA DEGREE (MAJOR CODE MUSIC-BAMA)

The Aaron Copland School of Music offers a combined BA/MA degree in music. The combined degree is available to students specializing in classical composition, music theory, or musicology (one of these concentrations must be declared). The combined program allows students to complete both BA and MA degrees in five years. The two degrees are awarded simultaneously once requirements for both degrees have been satisfied. Students apply as upper sophomores or early juniors through the Dean of Arts and Humanities. At least two letters of recommendation from Queens College faculty are required, plus a personal statement.

Students in the BA/MA program complete all of the course and examination requirements for the BA degree. In addition, they take all of the courses that are required of MA students in their major. The requirement of 36 graduate credits in the standalone MA program does not apply. Please note that the BA/MA option is *not* available to students in performance programs (BM or MM).

5b. Graduate Curriculum Committee

MOTION: Duly made by Dave Fields, Parliamentarian:

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(5b. GCC continued)

“To accept the Graduate Curriculum Committee Minutes dated November 2, 2016”

Hearing no objection to the motion, Dave Fields moved unanimous consent.

1. Psychology

- a. Change in title, prerequisite, description.

To Read:

PSYCH 720.02. Developmental Disabilities II: Functional Assessment.

3 hr.; 3 cr. Prereq.: PSYCH 730, PSYCH 730.01, or permission of the instructor.

This course will provide students with an overview of how to conduct a functional behavioral assessment for individuals with developmental disabilities. The course curriculum includes a) learning about a variety of data collection procedures toward identifying behavioral functions, and b) conducting a case study where a student conducts a functional behavioral assessment.

5c. Nominating Committee Report

MOTION: Duly made by Professor Marian Fish, Chair of the Nominating Committee:

“To accept the Nominating Committee Report dated December 8, 2016”

Hearing no objection to the motion, the Chair moved unanimous consent.

1) Admissions and Re-Entry Standards Committee, on Undergraduate

The following student was elected by unanimous consent:

Kevin Acosta	M&NS	December, 2017
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2) International Student Affairs Committee

The following faculty member was elected by unanimous consent:

Sung- Eun Choi	M&NS	December, 2018
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3) Undergraduate Scholastic Standards Committee

- a) The following faculty member was elected by unanimous consent:

Line Augustin Saint Hilaire	Education	December, 2018
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- b) The following students were elected by unanimous consent:

Khalida Jalili	M&NS	December, 2018
Brian Gass	SS	December, 2018

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(5c. Nominating Committee Report continued)

5d. Undergraduate Scholastic Standards Committee

- i. Nomination and election of Executive Officer

MOTION: Duly made by Senator Line Augustin Saint-Hilaire:

“To accept the nomination *per By-laws Article VII section 24, J 1 d* of Charles Lloyd as Executive Officer of the Undergraduate Scholastic Standards Committee for a 2 year term”

Hearing no objection to the motion, Senator Saint-Hilaire moved unanimous consent.

5e. Subcommittee of Honorary Degrees

MOTION: Duly made by Professor David Leventhal, Subcommittee on Honorary Degrees:

“To accept the following candidates for Honorary Degrees, Donald Brownstein, Saul Kupferberg and Alan Schoenfeld“

Hearing no objection to the motion, the Chair moved unanimous consent.

6. Old Business (none)

7. New Business

7a. Resolution to declare Queens College of the City of New York a “Sanctuary Campus”

- i. MOTION: Duly made by Senator Matthew Crain:

“To accept the Resolution to Declare Queens College of the City University of New York a “Sanctuary Campus”

Hearing an objection, discussion followed.

- ii. “MOTION: Duly made by Deputy Chair, Jennifer Fernandez:

“To call the question”

Motion passed. yes 42

- iii. “MOTION: Duly made by Chair Sanudo:

“To accept the “Resolution to Declare Queens College of the City University of New York a “Sanctuary Campus”

Motion passed. yes 35, no 2, abstention 1

December 8, 2016

ACADEMIC SENATE MINUTES, December 8, 2016
Resolution to Declare Queens College of the City University of New York a “Sanctuary Campus” for Immigrants and Members of Vulnerable and Directly Impacted Communities

PREAMBLE: Since the 2016 election results were announced, the climate of fear and uncertainty about the new administration’s impact on our community has increased anxiety among many Queens College students, faculty, and staff. Proposals to deport undocumented immigrants and to discontinue existing programs, such as DACA (Deferred Action for Childhood Arrivals), that aid undocumented students have generated intense apprehension. There have been reports of increased bias incidents and attacks, including on college campuses, targeting African Americans, Latinos, immigrants, the LGBTQ community, Muslims, and people of Middle Eastern and South Asian descent, including at least one such incident on our own campus. Recent data compiled by local police and governmental agencies show a 31% increase in hate crimes in New York City from 2015 to 2016.¹ As a college, we must make clear that we stand against all forms of discrimination, and pledge to maintain an environment where our students can learn without fear of harassment, threats, surveillance, or violence. Declaring Queens College a sanctuary campus will magnify our existing commitment to a vibrant, pluralistic learning community, which is at the heart of our mission as a college.

WHEREAS: Chancellor Milliken has affirmed that “[a]t CUNY, we have an unwavering commitment to providing opportunity to low income and underrepresented students and immigrants, a point of honor and strength that makes our mission so vital. [...] CUNY is the undisputed leader among universities in this country in the support and services we provide to immigrants on our campuses and throughout the city. That will remain the case.”²

WHEREAS: the President of Queens College, Félix V. Matos Rodríguez, has affirmed that “public colleges such as Queens play an essential role advancing dialogues and the critical thinking skills so indispensable for full civic engagement. We must cultivate a discourse of civility and tolerance, and promote a culture of service and community building at the college and nationwide. We also need to ensure that the members of our community--particularly our students--feel safe and valued in such a volatile environment.”³

WHEREAS: Queens College’s mission states that “[a]s one of the most culturally diverse campuses in the country, Queens College faces special challenges and opportunities. By balancing tradition and innovation in the service of this diversity, it represents the future of the nation.”⁴ The Queens College motto further asserts this commitment to our broader community: “Discimus ut Serviamus: We learn so that we may serve.”

WHEREAS: As faculty members in the Queens College community, we are all deeply committed to the work we do to serve our students, many of whom make every effort to pursue their education despite economic struggles, discrimination, and other barriers.

WHEREAS: The recent shifts in the political landscape have produced a general climate of fear among marginalized communities who have heightened concerns about harassment, physical abuse, sexual assault, racial profiling, police brutality, deportation, mandatory registration, surveillance, and other forms of violence. Immigrants, especially undocumented ones, and

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Muslims have been most directly targeted, though people of color, women, transgender people, members of LGBTQ communities, refugees, Jews, disabled people and others are also affected by recent statements and actions.

WHEREAS: Queens College is a minority-serving institution that provides educational resources to potentially impacted marginalized populations. Approximately 68% of our students are racial/ethnic minorities and/or non-resident aliens. Our students hail from nearly 170 countries, and speak over 110 languages and dialects.⁵

WHEREAS: Queens College students, faculty, and staff, are expressing heightened fear and worry for themselves, and for their families, friends, colleagues, and communities.

BE IT RESOLVED THAT: Queens College will not, for the purposes of immigration enforcement only, cooperate with the arrest, interview, search and/or surveillance of any member of the Queens College community, except insofar as required by the law, and even then, will explore any and all legal avenues to protect the safety of its students, faculty, and staff. Queens College will not allow immigration officials on campus without a warrant.

BE IT RESOLVED THAT: Queens College will not share information about any member of the Queens College community without their permission, especially regarding immigration status, unless required by a court order or subpoena. Queens College will enact policies to minimize or eliminate the storage of personal data related to immigration status, to the extent that the law allows. Queens College will inform faculty of all requests for information regarding students from governmental organizations, including ICE and Homeland Security, and to provide details about how requested information will be used.

BE IT RESOLVED THAT: Queens College will support undocumented students in the pursuit of their education. This commitment includes continued in-state tuition rate and support in locating additional forms of financial resources for educational expenses. We request that the College Personnel and Budget Committee consider a resolution to provide funds to support these protections, as well as the protections listed below, as needed.

BE IT RESOLVED THAT: We recognize that our students, even when documented themselves, may be children, partners or extended family of undocumented immigrants who may have detentions and deportations suddenly and directly affecting their livelihood, child-care, or tuition arrangements, or causing stress and suffering in the course of their academic careers. Students are justifiably concerned about how their status will be impacted upon graduation, and alumni face uncertainty and a dearth of resources to support them. Queens College commits to providing legal guidance, advisement, and support, within reason, for the immediate extended communities of our students and alumni.

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BE IT RESOLVED THAT: Queens College will implement special training for Public Safety Officers on campus to affirm their mission to protect the Queens College community. Campus Public Safety Officers will be instructed not to collaborate with ICE or other agencies for the purpose of immigration enforcement. Queens College will implement campus-wide training in de-escalation intervention techniques, including for Queens College Public Safety Officers.

BE IT RESOLVED THAT: Queens College will establish a centralized location on campus where students, staff, or faculty with questions regarding undocumented services can go for confidential advising.

BE IT RESOLVED THAT: Queens College will stand against all forms of discrimination. We commit to providing educational and employment opportunities for the historically disadvantaged as a means of facilitating their access to a broad range of educational and/or employment opportunities. We commit to protecting the rights of all students, staff, and faculty “without regard to race, color, creed, national origin, ethnicity, ancestry, religion, age, sex (including pregnancy, childbirth and related conditions), sexual orientation, gender, gender identity, marital status, partnership status, disability, genetic information, alienage, citizenship, military or veteran status, status as a victim of domestic violence/stalking/sex offenses, unemployment status, or any other legally prohibited basis in accordance with federal, state and city laws.”⁶ We also stand against all forms of harassment, violence, and discrimination related to sex, sexual orientation, gender, and gender identity.

BE IT RESOLVED THAT: Queens College will provide additional and proportional resources to the Counseling Services Center to meet the increased demand for mental health services for our students. These resources should include providing additional mental health professionals who have competency in working with politically marginalized communities.

BE IT RESOLVED THAT: Queens College shall create, maintain, and make easily accessible an online list of resources for members of vulnerable communities, including immigrants, religious and ethnic minorities, people of color, women, and the LGBTQ community.

BE IT RESOLVED THAT: Queens College will establish and share with the community clear protocol for reporting hate crimes or incidents of discrimination. Statistics regarding such incidents should continue to be tracked and made available to the public.

BE IT ULTIMATELY RESOLVED THAT: the Academic Senate of Queens College of the City University of New York supports designating Queens College a “Sanctuary Campus.” The Senate supports asking Queens College’s administration to agree to exercise available power to implement this Resolution in order to protect our students, staff, faculty, and others on campus from protected surveillance, intimidation, investigation, deportation or other status-based attacks or discrimination while on campus.

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¹ Murray Weiss, "Hate Crimes Jump 30 Percent in 2016, NYPD Stats Show," DNAInfo (November 16, 2016) <https://www.dnainfo.com/new-york/20161116/civic-center/nypd-hate-crime-statistics-2016-2015>.

² Chancellor Milliken's Statement on Immigrants (November 18, 2016) <http://www1.cuny.edu/sites/newschancellor/>

³ President Félix V. Matos Rodríguez, "Saludos: Notes from the President" (November 2016) <http://campaign.r20.constantcontact.com/render?m=1103033957415&ca=5b4bb4a8-806b-4857-ac69-ala7178c433f>

⁴ Queens College Mission Statement, <http://www.qc.cuny.edu/about/administration/Provost/Pages/College%20Mission.aspx>

⁵ Queens College Fact Book 2014-2015, http://www.qc.cuny.edu/About/Research/Documents/Fact_Book_2014-2015_Final.pdf

⁶ The City University of New York Policy on Equal Opportunity and Non-Discrimination, <http://www.qc.cuny.edu/about/Documents/CUNY%20Policy%20Equal%20Opportunity%20and%20Non%20Discrimination.pdf>

MOTION: Duly made by Parliamentarian Dave Fields seconded and passed:

"To Adjourn"

The meeting was adjourned at 4:15 pm. The next Special Academic Senate meeting is on February 16, 2017.